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ABSTRACT

The report to the North Carolina State Board of Education regarding the status of adult basic education (ABE) in the 57 institutes belonging to the North Carolina Community College System is presented in two parts. The first part consists of an overview of the operations of the ABE program, which offers educational opportunities to undereducated adults who are over 16 years old and are not enrolled in any public school or have under 12 years of schooling. The program focuses on two educational levels: Grades 0-8 and Grades 9-12. Classes are held wherever students find it convenient to meet. Various teaching methods are applied: films, filmstrips, television, outside speakers, field trips, individualized materials, and group discussions. At the secondary level, the program is based on the High School Equivalency Program and the Adult High School Diploma Program. Staff development programs for the part-time ABE instructors have used pre- and in-service education, workshops, and a university consortium. The second part of the report contains 43 pages of student comments on the ABE program in reading and writing conducted in Richmond County and Scotland County. The reports focus on "What Adult Education Means to Me." (EC)

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ED120531

Report to:

The North Carolina

State Board of Education

on

# ADULT BASIC EDUCATION

DECEMBER 4, 1975

Division of Adult Services
Continuing Education Programs
Department of Community Colleges
Raleigh, North Carolina

CE 006 839

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# REPORT TO THE STATE BOARD OF EDUCATION ON ADULT BASIC EDUCATION

The purpose of this report is to provide the State Board of Education with pertinent information concerning the Adult Basic Education program which is offered through the fifty-seven technical institutes and community colleges in the North Carolina Community College System. Specifically covered in this report are data on enrollment, learner completions, and staff development.

The Adult Education Act, Title III, Elementary and Secondary Education Act, P.L. 91-230 as amended by P.L. 93-380, is the legislation under which this program is funded, 90% Federal, 10% State. North Carolina provides an additional 2% overmatch in its participation. Of the fiscal 1974-75 budget, the breakdown was:

| | |
|---|---|
| Federal | $1,780,990.00 |
| State | $ 217,222.00 |
| Total | $1,998,212.00 |

The program operates within North Carolina under a State Plan which was approved by this Board on August 7, 1975. The schools receive their allotments under this plan through an FTE formula applied exclusively to the ABE program and are reimbursed for program costs.

As is well known by now, North Carolina was the first state to submit and have approved a State Plan of operation under this law and actually held its first teacher training program on December 17, 1964. No different from the rest of the nation, little was known at that time about the most effective ways to reach adult illiterates, and numerous methods have been introduced during the program's brief history. The most significant innovation from the outset was that this Board was the first State Board in the nation to place the program's responsibility within an agency which

dealt with adults and not public school children. The importance of this is that the Board recognized that even elementary education for adults cannot be conducted in the same manner as elementary education for children. To our knowledge, North Carolina continues to be the only state where the program is totally administered through post-secondary institutions, demonstrating the effectiveness of a cooperative spirit between the public schools and the post-secondary institutions. The majority of the instructors in the program are public school teachers, and many of the classes are conducted in public school facilities.

The program came into being as a response to the recognized need to provide educational opportunities to the millions of adults in this nation who simply could not function at the most basic levels in an automated and technological society, simply because they could not read, write, compute; and who had very little control over their lives. The program has provided these opportunities in multiple ways; and North Carolina, through the support of this Board, has continued to provide national leadership to this most creditable effort.

## ADULT BASIC EDUCATION PROGRAM OPERATION

The 1970 Census reveals the magnitude of the problem. By that census there are 749,866 adults who are twenty-five years of age or older who have completed less than eight years of school: three-fourths of a million adults who are considered to be functionally illiterate. Further, there is a separate group of 878,456 adults in this same age bracket who have not completed twelve years of school, making a total target population of 1,628,322 for the ABE program. It is significant to note that this total does not include 213,259 adults between the ages of sixteen and twenty-five who are not enrolled in school and who have not completed twelve years of school. When that number is added to the total, the target population becomes 1,841,581. The ABE program is offered cost-free to all enrollees and has classes established when and where it is most convenient to the enrollees to take advantage of the program.

The Adult Basic Education program offers educational opportunities to under-educated adults sixteen years of age and older who are no longer enrolled in the public schools of North Carolina and who have completed less than twelve years of school. The ABE program is broken down into two basic educational areas: grade levels 0-8 and grade levels 9-12. Our State Plan limits the expenditure of ABE funds to grade levels 0-8. The secondary educational level (9-12) is financed wholly from State funds. Please see Page 8 for a more detailed explanation of the secondary educational level.

Many of the people who enroll in ABE do not have the means to travel to our institutions; therefore, ABE classes are conducted throughout the service area where convenient to the enrollees. They are held in churches, municipal buildings, industrial sites, hospitals, sheltered workshops, prison facilities and private homes, as well as our own institutions.

At each of the fifty-seven technical institutes and community colleges, the ABE program is operated through the Continuing Education Division. All institutions have an ABE Director who plans and coordinates the various ABE activities at his institution, the ABE program being only one of several programs administered by these individuals.

The instructors are employed on a part-time basis, the majority of them being full-time public school teachers. Class enrollments are generally small (5 to 15) due to the differing educational levels of the adults enrolled in the class and the need to provide individual instruction to each of these adults.

Various teaching methods and techniques are employed in working with these individuals. Films, filmstrips, and even television are used as the need arises. Knowledgeable persons from the community are invited to give talks to the class which may be of special interest such as bankers, social service workers, grocery store managers, personnel directors, etc. Classes sometimes make field trips to observe activities and services available within the community such as lectures, concerts, art museums, industrial plants, hospitals, etc. Individualized materials programmed to the student's educational level are used frequently. Group discussions on current issues--local, state and national--are encouraged and very popular.

The enrollment in the ABE program for the year 1974-75 was the highest yet at 83,434, unduplicated headcount. Compared to 1973-74, this is a 47.59% increase, unduplicated headcount of 56,532 (See Table 1). Note also the 59.90% increase in that same year for grade levels 0-8 and also 39.97% increase for grade levels 9-12.

TABLE 1 ENROLLMENT IN ADULT BASIC EDUCATION FOR 1973-74 AND 1974-75

| | 1973-74 | 1974-75 | PERCENT INCREASE |
|---|---|---|---|
| Total ABE Enrollment | 56,532 | 83,434 | 47.59% |
| 0-8 Grade Level | 21,612 | 34,558 | 59.90% |
| 9-12 Grade Level | 34,920 | 48,876 | 39.97% |

There are probably several explanations which can account for this tremendous enrollment increase. However, it is felt that the following two factors had the most impact on the 1974-75 ABE enrollment.

1. The economic condition of the State, characterized by heavy layoffs and widespread unemployment, caused many adults to take advantage of the opportunity to enroll in ABE. Several institutions reported that adult enrollees found that their lack of education was the reason they were the first to be laid off.

2. A concentrated state-wide recruitment effort was made during January and February of this year. Many of you may have seen and heard the television and radio spots which were a part of this effort entitled, "You Can." The success of this recruitment campaign is attributed in large measure to the cooperative effort received from the media in North Carolina.

Seventeen of the eighteen North Carolina and three Virginia commercial television stations agreed to show six, thirty-second promotional spots, developed and videotaped by the UNC-TV network. Radio spots were also developed and distributed to over 200 radio stations across our State. ABE directors appeared on local television and radio to promote the program in their respective communities. Posters were made and distributed in the service areas of the institutions. Promotions were made in shopping centers, supermarkets, churches, banks, and anywhere else possible to recruit for the program. A half million dollars of free advertising time is estimated on television alone.

With a 47.59% enrollment increase, we cannot help but feel this recruitment campaign played a significant part. The ABE people and all the institutional personnel who put in a tremendous amount of time and energy certainly are to be congratulated for their dedicated work.

Tables 2 and 3 present interesting demographic information regarding adults enrolled in the ABE program in North Carolina during the 1974-75 year.

TABLE 2 NUMBER AND PERCENTAGE DISTRIBUTION OF ABE PARTICIPANTS BY AGE FOR 1974-75

| | AGE | ENROLLMENT | PERCENTAGE |
|---|---|---|---|
| (a) | 16-24 | 43,754 | 52.4% |
| | 25-34 | 18,975 | 22.8% |
| | 35-44 | 9,889 | 11.9% |
| | 45-54 | 5,666 | 6.8% |
| | 55-64 | 3,033 | 3.6% |
| | 65+ | 2,117 | 2.5% |
| | | 83,434 | 100.0% |
| (b) | 16-34 | 62,729 | 75.2% |
| | 35-54 | 15,555 | 18.6% |
| | 55+ | 5,150 | 6.2% |
| | | 83,434 | 100.0% |

Public Law 91-230, the Adult Education Act, makes specific reference to providing education which enables adults to become more employable and productive and which removes the likelihood of their becoming dependent on others, to improve their ability to benefit from occupational training and increasing their opportunities for more productive and profitable employment.

There is an implied need from these references to enroll the young adult who can reap the greater benefit from such opportunities. The ABE program is succeeding in attracting this young adult. In Table 2, you may compare the total enrollments in the 16-24 category, in the 25-34 category, and the 35-44 category. Such comparisons reveal a 52.4% participation in the first, 22.8% in the second, and 11.9% in the third, which, when totaled, reveals that 87% of the program's total participation falls within the 16-44 age bracket.

TABLE 3 NUMBER AND PERCENTAGE OF TOTAL DISTRIBUTION OF ABE PARTICIPANTS BY RACE AND SEX FOR 1974-75

| RACE | MALE | % | FEMALE | % | TOTAL | % |
|---|---|---|---|---|---|---|
| Indian | 689 | 0.8% | 581 | 0.7% | 1,270 | 1.5% |
| Black | 15,495 | 18.6 | 14,689 | 17.6 | 30,184 | 36.2 |
| White | 29,703 | 35.6 | 19,854 | 23.8 | 49,557 | 59.4 |
| Asian American | 1,237 | 1.5 | 583 | 0.7 | 1,820 | 2.2 |
| Spanish Surnamed | 410 | 0.5 | 193 | 0.2 | 603 | 0.7 |
| | 47,534 | 57.0 | 35,900 | 43.0 | 83,434 | 100.0 |

Attention is called to the race and sex distribution figures in Table 3. Attention is also called to the male-female as well as the racial percentage distribution figures. The male-female percentage figures of 57% versus 43% probably indicate the increased awareness by men of the need for education during the economic slowdown and high unemployment. The racial distribution of ABE enrollment appears to be fairly representative of our total adult population.

TABLE 4 REPORT OF PARTICIPANT PROGRESS BY INSTRUCTIONAL LEVEL FOR 1974-75

| INSTRUCTIONAL LEVEL | NUMBER ENROLLED AT EACH LEVEL | NUMBER COMPLETED EACH LEVEL | PERCENTAGE COMPLETIONS |
|---|---|---|---|
| 0-8 | 34,558 | 8,681 | 25.1% |
| 9-12 | 48,876 | 12,503 | 25.6% |
| Total | 83,434 | 21,184 | |

In both levels of the ABE program, the completion percentage is a little over 25%. One out of every four adults who enrolled completed the level in which they enrolled.

The completion figures, however, would be much higher if the rate were based on the program's meeting the perceived needs of the individuals rather than on grade completion measures; in other words, education for these adults is very pragmatic. Most of the time, they enroll in order to fulfill some specific objective such as employment. If a job which requires only ten years of education is available

in an industry, many of the individuals will only go to that level and not to the high school completion level. Once they get the job, they quit coming to class. The program in that sense has been successful for them, but less than successful in getting them through to high school completion. Please note the attached booklet which was completed by ABE students at Richmond Technical Institute. This kind of information is not normally provided through Federal or State reporting procedures.

## ADULT SECONDARY EDUCATION

The secondary educational program is provided in two ways; namely, the High School Equivalency Program and the Adult High School Diploma Program. Each is intended to complement and supplement the other. These programs stand out because they are helping to raise the educational level of North Carolina by providing educational opportunities to all non-high school graduate citizens over eighteen years of age and others sixteen to eighteen years of age, not required to be in school, and who have parental request to enroll in the program.

The Adult High School Diploma Program is offered for those citizens who are sixteen years of age or older who would like to have a high school diploma rather than an equivalency certificate. It operates under an agreement of affiliation between a local institution of the Community College System and a local board of education. The program of instruction is at the secondary school level, grades 9-12. It is adult oriented and sufficiently extensive in duration and intensity within a scheduled unit of time to enable the adult to develop the competencies necessary to complete the class or program. Prescribed courses are offered in either regular classroom work or supervised individual programmed learning.

The High School Equivalency Program makes it possible for an adult to take the General Educational Development (GED) tests to determine if he can score at

the twelfth grade completion level in English, social studies, science, literature and mathematics. If an adult is unsuccessful on one or several parts of the five-part examination, he may then enroll in appropriate courses through the institutions of the Community College System for further preparation.

The number of adults in North Carolina who have gained a high school credential on the basis of GED or through the Adult High School Diploma Program has risen rapidly since 1965, and a special gain has been noted since the State Board of Education revised its policy relating to the High School Equivalency Program, June 5, 1969. The purpose of the policy revision was to broaden access to the opportunity of a high school credential for the many adults throughout the State who for some reason did not remain in school to receive a high school diploma. At that time, the State Board of Education paved the way for this program to be under the leadership and direction of Continuing Education Programs, Division of Adult Services of Community Colleges.

TABLE 5 GED HIGH SCHOOL EQUIVALENCY DIPLOMA CERTIFICATES ISSUED SINCE 1940

| YEAR | CERTIFICATES AWARDED |
|---|---|
| 1940-68 | 20,000 |
| 1969 | 5,167 |
| 1970 | 4,920 |
| 1971 | 6,035 |
| 1972 | 6,271 |
| 1973 | 6,527 |
| 1974 | 9,195 |
| 1975 | 12,076* |
| TOTAL | 70,191 |

*Actual number of certificates awarded from January 1, 1975 through November 18, 1975.

Table 5 summarizes the number of GED certificates awarded since the program began in 1940.

The response of adult citizens to our adult high school programs can be measured by people participation. Since the beginning of the Adult High School Diploma Program in 1966, until now, 15,000 adults have been awarded the Adult High School Diploma. From 1940, the beginning of the High School Equivalency Program, until now, 70,000 North Carolinians have received a high school equivalency certificate, of which 20,000 certificates were issued from 1940 to 1968. However, since the Department of Community Colleges took over the program in 1969, more than 50,100 high school equivalency certificates were received by qualified people. Please pay special attention to the combined figures of 1974 and 1975 - a total of 21,271. This is almost 1,300 more certificates awarded in this two-year period than in the first twenty-eight years of the High School Equivalency Program in North Carolina. Our State has now become a model for other states because of the success of the economical and efficient comprehensive approach to this type of adult education.

## STAFF DEVELOPMENT

Probably one of the most significant factors in the success of the ABE program in North Carolina has been due to the emphasis placed on pre- and in-service education for the ABE instructional staff at our technical institutes and community colleges. It is felt that coordinated in-service workshops initiated locally for ABE instructors provide a relatively inexpensive means for improving the instructional skills and strategies of those instructors.

The ABE program through State Board approval has funded a four university consortium to help in the area of staff development. These four universities are Appalachian State at Boone, North Carolina A & T at Greensboro, North Carolina State at Raleigh, and East Carolina at Greenville. The adult education professor at each of these universities provides a number of services, all of which relate

to ABE staff development. These professors conduct graduate level credit courses, help our institutions plan and conduct local in-service workshops, and consult with our institutions on various activities related to ABE. All of the activities are provided to our institutions at no cost.

In September, 1973, a Staff Development Committee was appointed to provide leadership in the planning of staff development activities for 1974-75. The committee was composed of ABE staff development specialists and local ABE directors and instructors. A survey was developed and distributed to every ABE instructor and director in the State. Through this procedure, the committee was able to identify priority training needs of both instructors and directors.

From this survey, the decision was made to conduct three summer workshops in the areas of reading, math, counseling and recruitment. Master ABE instructors were selected from across the State to attend these three workshops. These "cadre" instructors then returned to their institutions and with help from one of the respective consortium professors conducted local in-service workshops for ABE personnel.

The results of these efforts show that there were 144 local workshops with a duplicated headcount of 3,841 participants for a total of 11,523 participant contact hours of instruction. Over 800 ABE instructors attended one or more of these three-hour workshops.

With this level of in-service education for ABE personnel, the ABE program will continue to meet a standard of excellence. Instructors are more confident, instructional quality certainly is higher and more relevant, and adult enrollees are receiving the benefits of a more viable and effective program.

*PREFACE*

*One of Richmond Technical Institute's first educational programs was Adult Basic Education (ABE) -- a program for adults whose reading and writing abilities are at or below the eighth grade level.*

*The 1960 U.S. Census revealed that more than 15,000 people in Richmond and Scotland counties had less than an eighth grade education. The need for ABE classes was (and continues to be) evident.*

*After ABE classes were begun in 1965, we received many comments on the program from those involved and from non-participants. Some of these comments dealt with the new experiences opened to the students by their new-found knowledge . . . such as opening a bank account for the first time; or being able to shop at the grocery store without having to rely on the pictures on the cans and boxes. Newly-acquired mathematical skills made comparative shopping possible for the first time. For many students, being able to fill out and sign a tax form, employment application, etc. was a thrilling accomplishment.*

*In view of these comments, it was felt that a report from each student would help in evaluating the program. In addition, writing the reports would be a beneficial learning experience for the students. Therefore, each student in the three ABE centers (two in Richmond County and one in Scotland County) was asked to write a short paper on the subject:* "What Adult Education Means To Me."

*Papers were written by 33 ABE students nearly half of whom were men. The youngest student was 18. The oldest had celebrated a 78th birthday before enrolling in the class. About half of those in the ABE classes had been born before or during the year 1921. Previous education ranged from third grade to eleventh grade completion. Most had stopped school before reaching the eighth grade.*

*At the time the papers were composed, there was no intention of publishing them. However, they have been such an inspiration to those of us working in the field of adult education that we decided to share them with others.*

*The following pages are a compilation of these papers, reprinted exactly as they were written - without corrections - in order to preserve the true flavor and sincerity of the feelings and thoughts of the writers. Because these students are sometimes embarrassed by their lack of education (a deficiency they are striving to remedy), efforts have been made to protect their identities.*

*We hope you will find these ABE compositions as enlightening and inspiring as we did.*

*Joseph H. Nanney*

*President*

What adult Education
Means to me

I can write and read and
my wife is proud for me.

I can write and read
and my wife is proud for me.

Adult Education helps me to learn thing's that are important to me. It helps me to improve myself and also helpes me to meet other people. I have been learning to do my arithmetic and I am getting more hundreds than I have before. when I was buying anything I could not tell where they were giving me the right change back and it sure did make me feel bad about it.

"I'M LEARNING NOW

TO READ AND WRITE

EVERYTHING SURE LOOKS

REAL BRIGHT."

Education is very
imprant me. It Will help me on my
jab. It help me in reading to understant
what I'm reading about. I think it will
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I like aduct school it mean a lot to me I have learn more than I have to read and write and spell and I enjoyed it and hope wee can keep it in our cominituy it have been a help to us.

When I entered adult
school, January 20, 1969
I felt like a fool. I can never
forget the first night, I walked
into Washington Park School,
I met an outstanding man
Mr. W. L. Baker with a
helping hand. There I met
Miss Myrtle Ware, with whom
no teacher can compare.
I'm learning now to read and
write, every thing sure looks
real bright.

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I'm learning now to read and write,

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"IT HAS HELPED ME
LEARN A GREAT MANY THINGS
I COULDNT LEARN WHEN I WAS YOUNGER."

I like night school
very much because it
has helped me a great deal
It has helped me
to learn a great many things
that I couldnt learn when
I was younger and could
not go to school I also
thank the teachers who
helped me

I like night school very much because it has helped me a great deal It has helped me to learn a great many things that I couldnt learn when I was younger and could not go to school I also thank the teachers who helped me.

it means a great deal to me it has helpled me in several respect in reading pronouncing words spelling and arithmetic if I could have gone when I was much younger, I would have reached the top before now but I am like Job I still beleave I will top out some old day I am determined to try if life lastest without education an individual is pitiful so I am proud of this opportunity that I havent had I plan to take the advantage of this chance while I have a chance because it may not come this way again

It means a great deal to me it has helped me in several respect in reading pronouncing words spelling and arithmetic if I could have gone when I was much younger, I would have reached the top before now but I am like Job I still beleave I will top out some old day I am determined to try if life lastest without education an individual is pitiful so I am proud of this opportunity that I havent had I plan to take the advantage of this chance while I have a chance because it may not come this way again

Dear Sir,

It has been a pleasure to me to be able to attend an adult class. I have learn so many things that I did not know. I have learn how to read and write and to do other things that I could not learn to do when I was growing up. I wish I could attend school every school night but I can not attend because I work every day and I have so many children.

Thank you

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Thank you

Adult Education is for those who didn't learn to read and write when they were going to school. It is also good for people who didn't go to school. It helps budget and how to spend their money. It teaches them how to speak. Helps us to learn about the history of our world today. This background helps us to understand why things are as they are today

All, and all I think this is a worth while program for adults.

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I like it a lot because I get a better understanding than I did when I was going to schoole before because they are not so many in my class and the teacher can get around to us and I am learning more I am learning the sound of words and I have learned to write a check and I just enjoy coming to school. I haven't been coming to school long, but I have learned a lot and I think it's great.



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"I ENJOY BEING ON MY OWN

AND NOT HAVING TO ASK SOMEONE WHAT SOMETHING IS."

I am Happy to tend
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Park School. It have mean so
much to me. I am studing hard
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I can read much better now
I am the superintendent of a
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It means a better way of life to me. I have learned to speak and think for my self. I can do better work on my job since I have been going to night school. I can getalong with people better. I have made a better church worker because I can understand some of the things that go on. The most important thing is that I am learning to get along with my family better.

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When I started Adult Education I couldn't read very well. I have improved considerably. I now feel more at ease whem someone asks me to read something. I hope through more night classes of Adult Education I can improve my reading even more.

I want to learn more math, reading and spelling. I can't write a check. They will be asking you what a word is. It's pretty enbarrassing not to know. I think I will know now.

I'm learning the sounds of words. It's really something how if you know the sounds you can read about any word.

I enjoy being on my own and not having to ask someone what something is.

". . . I WILL BE ABLE TO FINISH HIGH SCHOOL . . . "

The adult education has been very enjoyable
and helpful to me so far. My being able to
attend has helped me improve my reading
writing and spelling. I have learned to find
small words in large words.
My ability to solve arithmetic problems have
been helped to because I now understand
Romon Numerals, and dividing much better &
believe if the class continues I will be able to
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My ability to solve arithmetic problems have been helped to because I now understand Romon Numerals, and dividing much better I believe if the class continues I will be able to finish High School in the future.

The Adult Education Program has meant everything to me.

I have been attending classes every since it began in our Community. My reading skills are better. I have advanced in math, history, science and spelling.

I am now in the process of taking the G.E.D. Test and so far I am passing. This is possible only by my having attended these evening classes. I feel very strong about our having RTI in our County and I am so grateful that the Adult Education is granted to us.

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Adult Education, is one of the best systems set up for the adults who didn't have the priviledge to go to school and learn to read and write.

They didn't have the priviledge because they worked most of the time to prepare for their families.

They still work but the Adult Education gives them a chance to catch up where they left off or never had the time.

In this way they are able to work in the daytime and go to school at night. Pretty soon they will be able to receive their High School Diploma and other degree's to go farther in life.

Adult Education, is one of the best system's set up for the adults who didn't have the priviledge to go to school and learn to read and write.

They didn't have the priviledge because they worked most of the time to prepare for their families.

They still work but the Adult Education gives them a chance to catch up where they left off or never had the time.

In this way they are able to work in the daytime and go to school at night. Pretty soon they will be able to receive their High School Diploma and other degree's to go farther in life.

WHAT A.B.E. HAS MENT TO ME.

IN the begining, to me the ADULT BASIC EDUCATION CLASSES falls under the best program offered through RICHMOND TECHNICAL INSTITUTE.

THIS is the second year that I have been in class at ASHLEY CHAPEL SCHOOL, with MRS. C.H. WILLIAMS as my teacher. though my association with other adults on the same level with me, some below, and some beyond me, it has given me a drive to study harder. I have learned a lot, my teacher has been a great inspiration.

DURING this school year I desired to attend R.T.I. and complete my high school training, but due to my family, and various problems envolving transportation I was unable to attend, but I continued to attend the A.B.E. classes, because there was no problem getting to class since my teachar provided this.

WITH special guidance, and much encouragment, MRS WILLIAMS assured me that I could complete my high school work, through the A.B.E. classes if I would buckle down and study, this I did to the best of my ability, I took the G.E.D. test and passed it I now have my high school certificate, but I am still enrolled and will attend through out this session.

NOW I am sure everyone knows why I fell that A.B. E. is the best program provided in the county.

" . . . ADULT EDUCATION

MEANS

TO ME

A

BRIGHTER

FUTURE . . . "

To bigin with education itself mean a lot to me.

It should mean a lot to me more than ever now because with out an education the future seen a little dark.

What this education mean to me is learning more and refreshing my mind with some of the other things that I've really forgotten. I really did'nt try to let my education drop but in away I just let it drift by and in a sense I guess I drifted with it. Adult education means working hard to something I already had and forgotten and learning something I never knew. My education means meeting friends, striving as hard as I to learn, and to get a head.

To sum it all up adult education means to me a brighter future, comunication, with others, and learning more so that I will know more and look forward to a job.

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It means a lot in several respects. It has helped improve my English and reading and pronouncing Words Correctly. I have also improved on Arithmetic. It has been inspirational to read and study the lives of great Men, how some of them Were reared up poor and were Promoted to such high positions in life. Even some of them Were Slaves. I have been planning for sometime to take a Bible Course, so I think by Taking this Course it will better qualify me for the Bible Course.

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There is really no way to put into words or down on paper what school means to me.

First of all, it is a new beginning for an unfinished ending. And second, the years that have passed by seems to have made me much wiser and more eager to grasp at the chance for this wonderful opportunity to better things in life. Today with this fast pace of living, one should be willing to sacrifice the time and the many long hours involved so that we may know more about this world in which we live. Third and most important of all, learning teaches us to respect ourselves as an individual and other people as well.

I feel that I am very fortunate to have had a second chance in life for this wonderful experience and opportunity.

Adult education helps us in so many ways. Especially toward making our community a better place to live. With this knowledge we obtain we can work closer together and help the less fortunate people around us.

NO MATTER HOW WISE OR HOW SMART A PERSON MAY BE, THERE IS ALWAYS ROOM FOR SOME IMPORVEMENT.

"MOST OF ALL IT IS FOR THE BENEFIT OF MY CHILDREN."

I Was Never More proud of any thing as I was when I learned of the adult classes that were going to be given at Mineral Spring School.

I realize that I was going to have a chance to be able to resume and further my education if I so desired.

I have learned more than I ever thought I could after being out of School quite a number of years.

Being a housewife and Mother of 5 children in Elementary School it has always been my job to help with the Children homework at night. The adult classes has taught me some of the modern Methods of Math.

and English, Which I was not able to understand before. Adult classes has made it easier for me to help them.

I am so proud of the opportunity that I am being given to learn and further my education Where I left off.

What I have learned so far I intend to use it to its best advantage.

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The Adult Education means that it will help me on my jab in every angle and also help me increase my pay roll for better living in the line of finance.

It will give me a chance to help my children look for a high peak in learning of the world of to-morrow.

In the modern times it means better home facilities.

Also it will make me carry my load on the job more easily, For example, I can get exercise with mathematics and other textbooks.

I enjoy the teaching methods which help me discover the unused talent in myself that was going to waste.

Most of all it is for the benefit of my Children.

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"I FEEL

SO DIFFRENT

NOW"

When I began attending "Adult School" January 20, 1964, I could only write my name. Now I am beginning to read and write some. A new life has opened for me, in fact A whole new world. I use to feel out of place on my job and every where I went. I feel so diffrent now.

I just wish I could say something to express my feelings, but I don't have the words. I am glad I heard about "Washington Park School." I want to thank Mr. W. L. Baker our principal for the help and encouragement he has given me. Miss Myrtle Ware is a wonderful teacher. I appreciate her very much. It's really a pleasure to be in such a nice group of people.

Education is very essential in present days. And I do consider that an high school education or its equivlent should be the minimum standard for any person. being able to read, write, & spell and learn arithmetic is so helpful in doing many things. it gives one confidents in his self and makes life more enjoyable. I do hope to continue going next fall.

I have been coming to adult school about three month. I fell that it has help me a great deal. I can write alittle better. but I can do subtraaction multiplication and division, something I could never do before. I am enjoying the school very much. And hope I can keep comming.

What this adult Basic Education. Means to me. It means so much. until I can not explain just how much it does means. But I am happy to say. it has been a picture of my life. I have learn how to wite some letters so that some one can reed. some of it. and I hope that it can continue. For those Who are like my self. Thank to God and you Good peoples Who or over this adult class. I Wish that it Was away made. so that Wee coud get every one that need it in this class. Wee have so menny that need it.

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"AND WE HAVE

SUCH A WONDFUL TEACHER."

I have really learn a lot since I started to adult school.
it has been a grate help in this community.
it mean more to me than I can explain
and we have such a wondful teacher. She goes all way to help you with any problem you have.
she is so understanding.

First I want to say that it has ment much to me.
I have learn about arithmetic.
And also learn about Sentinces.
I dident no how to write neather how to read,
but I can do both now.
And learn more about our Contry.
We has a fine teacher
I hav enjoyed her every sence I ben going

P.S. Mrs. Shirley Covington is my teacher

This is a program to advance the education of the parents. This helps us in our conquest for better jobs. This program proves to we adults that it's never to late to get an education.

The teachers at Adult Basic Education are experienced and take more time to help us understand the subjects. Since being here I have accomplished something. Because at first, I thought it wasn't go to help me. But I decided to give it a try and I can say that Adult Basic Education is a program worth being carried on because it has many values.

I am very happy to say that
This adult education program has meant a
very importing part of my life. Since I have
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First I want to say it means much to me
But I haven ben going so long.
I like Arithmetic very much
I am learn a lots about it.
Also reading and spelling.
I enjoying going
I dont like to miss a night
I want to learn to write well.
We all like our teacher
She tak a lots of pains.
Mrs. Shirley Covington is my teacher

I think that Adult Basic Education is a good thing.

It helps adult learn to read and write and to get along other people.

It also helps you get along with other people

It during daily life. It is imporant to me, and to the other people who use it.

I enjoy it and it gives me things to do.

I'm glad they started it.

I Have a theacher Mrs. Idaho Jones

The basic adult class has
ment a lot to me I learned a little about four
sentences Declartive telling sentences
imperitive comanding sentences
exclamatory sentences express fear
interogerty sentences is an asking sen
I learn about my city and my state
my city is in one of the 50 states
my state is in the United States of America
I am a citizen of the United States I want to
be a good citizen I go to school to learn
to read better I enjoy meeting the peoples
I have learned a lot
and I like my teacher Mrs. Shirley Covington

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What Adult Basic Education Means to Me
First I Want to say that it has Ment a Lot to Me. Sence going I learn the four Fundamentals of arithmatic.
And allso learn about the for Kinds of Sentences.
And about Our Country.
I engoy going every sence I stared.
We have a verry verry good Teacher.
I love her Mrs. Shirley Covington

Love

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Love